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THE RELATIONSHIP BETWEEN SUCCESS IN BUSINESS SCHOOL, EMPLOYMENT STATUS AND DEMOGRAPHIC AND PSYCHOMETRIC VARIABLES FOR RAMSEY COUNTY WELFARE DEPARTMENT, WORK AND TRAINING PROJECT PARTICIPANTS.

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In a project to aid the vocational and social rehabilitation of welfare recipients, 82 participants completed training at one of two private business schools. Their average absences per month correlated with age, while grade average did not correlate with any variables. Typing speed correlated with years of education completed, reading comprehension, IQ on the Army Classification Test, and four of the scales of the Minnesota Multiphasic Personality Inventory (MMPI). Terminal employment status correlated significantly with age, with three of the interest scales of the Kuder Preference Record, with the numbers subtest of the Minnesota Clerical Test, and with the K scale of the MMPI. Monthly salary correlated with two of the Kuder scales, with the numbers subtest of the Minnesota Clerical Test and with four MMPI scales. There was a negative correlation between employment status and typing speed. There were few differences when trainees at one school were contrasted with trainees at the other, but there were several differences when trainees were contrasted by race. (Document includes nine tables.) (aj)

THE RELATIONSHIP BETWEEN SUCCESS IN BUSINESS SCHOOL, EMPLOYMENT STATUS AND DEMOGRAPHIC AND PSYCHOMETIC VARIABLES FOR RAMSEY COUNTY WELFARE DEPARTMENT, WORK AND TRAINING PROJECT PARTICIPANTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Since March, 1965, the Ramsey County Welfare Department has conducted a work and training project, funded under Title V of the Ecomonic Opportunity Act of 1964. The goal of the project is aid to the vocational and social rehabilitation of Ramsey County Welfare recipients. Each participant in the project is assigned a vocational guidance counselor and a family social caseworker and a program of rehabilitation is outlined which may include group work, training, basic adult education, on the job training, work experience, diagnostic psychological testing, psychiatric evaluation and treatment, and medical evaluation and treatment, in addition to family social casework and vocational guidance counseling. Under this program a number of participants attended private business schools as one part of the rehabilitation process. The purpose of this report is to examine those participants who had been assigned to a private business school and were subsequently terminated from the project.

As of March, 1967, 163 Work and Training Project Participants had been assigned to a private business school for training and at this time 89 had completed their training and been terminated from the project. The bulk of this report will be concerned with the characteristics of the 89 participants who have been terminated from the project. In Table 1, can be found the distribution of terminal employment status of the 89 participants by school and by race.

* The Completion of this report would not have been possible without the cooperation of Mr. Donald Henry, who provided guidance and encouragement, Mr. A. F. Anderson, Mr. William Nimitz and Mr. Robert Nimitz who made private business school records available;

Mrs. Delores Heath who collected the data; Mr. Dennis Marsh and Miss Judy Carlson who performed the various calculations; and Mrs. Kathleen Kaufmann who typed the report.

Table 1. Employment status by school and by race of 89 Work and Training Project participants terminated through March, 1967 who had received private business school training.

	School A		School B		Other		Total	
	Negro	White	Negro	White	Negro	White	Negro	White
Employed	5	23	1	18	1	3	7	44
Unemployed	4	19	0	12	0	3	4	34
Total	9	42	1	30	1	6	11	78

The distribution of the remaining 74 clients, who were still active in the Work and Training Project as of March, 1967 are shown in Table 2. This table includes only 73 people, as one of the participants attending school B was an American Indian.

Table 2. Distribution by school and race of 73 Work and Training Project Participants who has been assigned to a private business school for training but were still active in the project as of March, 1967.

	School A	School B	Other	Total
Negro	7	4	3	14
White	21	28	10	59
Total	28	32	13	73

The average salary by race and by school which those clients received who had been terminated from the project as employed is shown in Table 3. One person (School A, white) whose salary is unknown is not included in Table 3.

Table 3. Average monthly salaries of Work and Training Project participants who had received private business school training and were terminated as employed through March of 1967.

	School A		School B		Other		Total		Grand
	Negro	White	Negro	White	Negro	White	Negro	White	Total
N	5	22	1	18	1	3	7	43	50
Mean	332	322	354	321	260	370	325	325	325
Standard Deviation	69.00	67.05	0	61.17	0	136.90	64.53	72.99	71.86

The source of job lead through which participant obtained his job is shown in Table 4 by school and race. In Table 5 can be found the average salary the participant received depending on source of job lead.

Table 4. Source of job lead for Work and Training Project participants who had received private business school training and were terminated as employed through March of 1967, by school and race.

Table 4

Source of Job Lead	School A Negro	School A White	School B Negro	School B White	Other Negro	Other White	Total Negro	Total White
Self	0	6	0	2	1	1	1	9
Employment Service	2	1	0	0	0	1	2	2
Public Service Agency	2	10	0	7	1	1	3	18
Other	2	4	0	7	0	0	2	11

Table 5. Average salaries of Work and Training Project participants who had received private business school training and were terminated as employed through March of 1967, by source of job lead.

	SOURCE OF JOB LEAD				
	Self	Employment Service	Public Welfare Agency	Other	Total
N	10	3	21	13	47
Mean	323	270	327	327	323
Standard Deviation	96.73	14.66	73.32	52.92	73.30

The major intent of this report is to relate demographic and psychometric data obtained on the Work and Training Project participants to various outcome and process variables associated with project participation and outcome. The demographic variables include age, and years of educational attainment,

while the psychometric variables involve the result of psychological tests administered to participants at the time they entered the work and training project. These psychometric variables include three measures of reading achievement (reading speed, reading vocabulary, and reading comprehension) obtained from the Gates Reading Survey, a measure of mathematical computation ability derived from the participants performance on the arithmetic subtest of the Wide Range Achievement Test, and a measure of level of intellectual functioning from the civilian edition of the Army General Classification test. Interest scales from the Kuder Preference Record, Vocational and Personality trait scales from the Minnesota Multiphasic Personality Inventory were also utilized as independent, psychometric variables. The dependent variables relating to process or outcome were average number of absences per month during the time the participant was enrolled in business school, grade average obtained in business school, level of typing speed attained, and employment status at the time the participant was terminated from the Work and Training Project. Also for the subgroup of those who were terminated as employed, the monthly salary served as an additional dependent variable.

Before the results of the correlational analysis between the independent and dependent variables are presented, two sub-issues will be taken up. These are the average scores on all the variables by school and by race. The significance between these differences was issued by the use of a t-test. In table 6 can be found the averages for schools A and B for all variables and the value of t for all differences. The same sort of information by race is found in table 7.

Table 6. Average scores at two private business schools on independent and dependent variables for Work and Training Project participants who had been assigned to private business school and were subsequently terminated from the project as of March, 1967.

Variable	SCHOOL A Average	SCHOOL A Varience	SCHOOL A N	SCHOOL B Average	SCHOOL B Varience	SCHOOL B N	Difference	t
Age	31.98	85.02	49	31.46	73.89	28	0.52	0.242
Years of Education Completed	10.98	1.72	48	11.33	1.38	27	-0.35	1.163
Reading Speed	23.75	24.00	32	23.44	13.79	18	0.31	0.230
Reading Vocabulary	53.32	69.50	34	56.61	12.25	18	-3.29	-1.594
Reading Comprehension	36.44	24.71	32	38.94	11.70	18	-2.51	-1.898
Arithmetic	33.59	79.91	32	33.70	73.68	18	0.09	0.057
Army General Classification Test	86.31	327.83	32	96.28	102.56	18	-9.97	-2.148*
Kuder Outdoor Scale	32.31	175.51	29	35.47	401.89	17	-3.16	-0.644
Kuder Mechanical Scale	22.97	78.75	29	23.12	131.49	17	-0.15	-0.050
Kuder Computational Scale	32.66	333.16	29	30.59	302.63	17	2.07	0.377
Kuder Scientific Scale	33.24	137.33	29	35.94	285.18	17	-2.70	-0.639
Kuder Persuasive Scale	38.55	229.18	29	32.53	97.39	17	6.02	1.464
Kuder Artistic Scale	26.55	155.97	29	35.47	266.76	17	-8.92	-2.084*
Kuder Literary Scale	22.28	177.42	29	22.35	163.12	17	-0.08	-0.019
Kuder Musical Scale	16.03	203.53	29	12.00	216.25	17	4.03	1.127
Kuder Social Science Scale	50.90	195.88	29	49.71	216.97	17	1.19	0.273
Kuder Clerical Scale	74.00	191.64	29	69.88	136.11	17	4.12	1.030
Minnesota Clerical Test-Numbers	113.09	557.17	23	119.53	488.12	15	-6.45	-0.844

Table 6 continued

Variable	SCHOOL A Average	SCHOOL A Varience	SCHOOL A N	SCHOOL B Average	SCHOOL B Varience	SCHOOL B N	Difference	t
Minnesota Clerical Test-Norms	105.52	857.44	23	126.13	971.98	15	-20.61	-2.068
MMPI F Scale	3.59	8.01	34	3.28	3.15	18	0.31	0.422
MMPI K Scale	14.74	27.90	34	13.94	16.41	18	0.79	0.554
MMPI 1 Scale	5.38	24.12	34	5.78	12.54	18	-0.40	-0.302
MMPI 1K Scale	12.97	22.09	34	12.94	9.35	18	0.03	0.021
MMPI 2 Scale	21.32	25.92	34	24.44	40.03	18	-3.12	-1.932
MMPI 3 Scale	21.47	25.65	34	21.44	18.26	18	0.026	0.019
MMPI 4 Scale	18.35	27.33	34	19.06	28.29	18	-0.71	-0.458
MMPI 4K Scale	24.32	24.04	34	24.61	26.84	18	-0.29	-0.197
MMPI 5 Scale	35.06	22.30	34	37.67	21.65	18	-2.61	-1.904
MMPI 6 Scale	9.09	11.42	34	9.39	9.55	18	-0.30	-0.314
MMPI 7 Scale	11.97	66.88	34	13.33	40.12	18	-1.36	-0.615
MMPI 7K Scale	25.91	53.78	34	27.28	27.98	18	-1.37	-0.699
MMPI 8 Scale	10.24	86.85	34	9.50	34.85	18	0.74	0.303
MMPI 8K Scale	24.88	66.29	34	23.56	28.03	18	1.33	0.624
MMPI 9 Scale	15.62	24.55	34	13.89	15.05	18	1.73	1.285
MMPI 9K Scale	18.59	20.43	34	16.17	21.09	18	2.42	1.828
MMPI 0 Scale	28.88	50.05	34	30.28	86.92	18	-1.40	-0.605
Average Number of Absence Per Month	2.33	9.81	49	3.56	9.59	28	-1.23	-1.668
Grades in Training	2.69	0.21	35	2.64	0.64	16	0.05	0.291
Typing Speed Attained	1.96	1.42	52	2.42	1.79	31	-.46	-1.56897
Employment Status	ø = -.00558							
Salary	308.52	3393.	27	318.84	3552.	19	-10.32	-0.597

* Significant at .05 level
** Significant at .01 level

Table 7. Average scores by race at two private business schools on independent and dependent variables for Work and Training Project participants who had been assigned to private business schools and were subsequently terminated from the project as of March, 1967.

	WHITE			NEGRO				
Variable	Average	Varience	N	Average	Varience	N	Difference	t
Age	32.63	75.91	75	27.13	46.36	8	5.50	2.10907*
Years of Education Completed	11.07	1.59	72	11.25	1.19	8	-.18	-.43720
Reading Speed	23.96	16.43	46	22.00	49.2	5	1.96	.61269
Reading Vocabulary	55.00	88.04	49	42.67	80.56	6	12.33	3.16107*
Reading Comprehension	37.91	14.82	46	32.00	39.6	5	5.91	2.05964*
Arithmetic	32.83	69.31	48	29.50	69.58	6	3.33	.92304
Army General Classification Test	93.76	156.70	46	64.33	254.89	6	29.43	4.34414*
Kuder Outdoor Scale	34.24	244.51	42	26.60	185.44	5	7.64	1.16602
Kuder Mechanical Scale	23.71	95.87	42	16.40	11.84	5	7.31	3.39169*
Kuder Computational Scale	32.38	333.00	42	29.4	51.04	5	2.98	.69997
Kuder Scientific Scale	34.81	189.73	42	31.00	102.40	5	3.81	.76195
Kuder Persuasive Scale	35.52	189.63	42	42.80	32.96	5	-7.28	-2.18326*
Kuder Artistic Scale	30.60	216.67	42	23.8	36.56	5	6.80	1.92423
Kuder Literary Scale	22.95	164.09	42	20.20	40.96	5	2.75	.79129
Kuder Musical Scale	14.43	144.58	42	15.60	28.24	5	-1.17	-.38853
Kuder Social Service Scale	49.40	228.53	42	53.00	56.80	5	-3.60	-.87712
Kuder Clerical Scale	71.88	179.49	42	77.40	10.24	5	-5.52	-2.19511*
Minnesota Clerical Test-Numbers	119.00	580.06	35	95.40	147.04	5	23.60	3.48035*
Minnesota Clerical Test-Names	119.46	885.33	35	78.40	238.64	5	41.06	4.80461*

Table 7 continued

Variable	WHITE Average	Varience	N	NEGRO Average	Varience	N	Difference	t
MMPI F Scale	3.71	7.29	48	3.33	4.89	6	.38	.38141
MMPI K Scale	13.88	20.94	48	18.67	15.22	6	-4.79	-2.77884**
MMPI 1 Scale	5.77	20.05	48	4.50	11.58	6	1.27	.82930
MMPI 1K Scale	12.98	17.31	48	13.67	11.89	6	- .69	- .44923
MMPI 2 Scale	22.77	32.68	48	19.17	6.47	6	3.60	2.7175**
MMPI 3 Scale	21.19	21.15	48	22.83	24.47	6	-1.64	- .77419
MMPI 4 Scale	18.73	24.99	48	17.83	31.81	6	.90	.37129
MMPI 4K Scale	24.27	21.24	48	25.67	36.89	6	-1.40	- .54372
MMPI 5 Scale	36.06	23.06	48	34.17	24.47	6	1.89	.88789
MMPI 6 Scale	9.31	10.17	48	8.17	7.81	6	1.14	.93158
MMPI 7 Scale	12.92	57.62	48	8.50	15.25	6	4.42	2.28318*
MMPI 7K Scale	26.73	32.49	48	27.17	5.81	6	- .44	- .34117
MMPI 8 Scale	9.96	72.04	48	10.33	15.22	6	- .37	- .18662
MMPI 8K Scale	23.81	51.49	48	29.00	18.67	6	-5.19	-2.53615*
MMPI 9 Scale	14.88	19.19	48	17.00	30.00	6	-2.12	- .91447
MMPI 9K Scale	17.46	19.08	48	20.83	23.81	6	-3.37	-1.61538
MMPI 0 Scale	29.75	62.85	48	24.33	9.56	6	5.42	3.17966**
Number of Absences Per Month	2.97	10.36	69	1.09	2.05	8	1.88	2.95296**
Grades in Training	2.72	.31	47	2.28	.18	4	.44	1.33178
Typing Speed Attained	2.20	1.63	75	1.50	1.00	8	.70	1.82768
Employment Status	ϕ = .05180							
Salary	31.31	32.79	42	31.0	29.00	4	.31	.10922

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

On the Kuder Preference Record, white trainees obtained higher interest scores than non-whites on the mechanical scale, while non-whites obtained higher scores than white trainees on the persuasive and clerical scales. White trainees obtained higher scores than non-whites on both the numbers and names subtests of the Minnesota Clerical Test. On the Minnesota Multiphasic Personality Inventory white trainees obtained higher scores than non-whites on the 2, 7, and 0 scales, while non-white trainees obtained higher scores than whites on the K and 8K scales. These results are suggestive of more guardedness and fluidity of cognitive process among the non-white trainees and more anxiety, depression, and feelings of social discomfort among the white trainees.

The white trainees had significantly more absences from training than the non-whites but the two groups did not differ significantly on grades while in training, typing speed attained, employment status at time of termination, or in salary obtained.

From Table 6 it can be seen that School A had an average AGCT score of 86 while School B had an average of 96. These scores are equivalent to IQ's of 106 and 112 respectively and the difference between these two means is significant at the level of .05. Trainees at School B obtained significantly higher scores on the artistic scale of the Kuder Preference Record. On the remainder of the independent and dependent variables trainees at the two schools did not differ significantly.

However when the effect of race on the variables was assessed by the use of t-tests a number of significant differences were found. White trainees were older than non-white trainees. White trainees achieved higher scores on the vocabulary and comprehension subtests of the Gates reading survey than

non-white trainees but the two groups did not differ significantly in reading speed or in arithmetic. On the Army General Classification, white trainees obtained an average score of 93.7 which is equivalent to an IQ of 111 while non-white trainees obtained an average score of 64.3 which is equivalent to an IQ of 94. The difference between these two means is significant at the .001 level of significance.

The results of the major correlational analysis between the independent and the dependent variables is shown in table 8.

Table 8. Relationship between independent and dependent variables for Work and Training Project participants who had been assigned to private business school and were subsequently terminated from the project as of March, 1967.

	DEPENDENT VARIABLES				
Independent Variables	Average Absences Per Month	Grade Average	Highest Typing Speed Attained	Terminal Employment Status	Monthly Salary
Age	-.227*	.132	-.070	-.301*	.009
Years of Education Completed	.051	.028	.186*	.075	.088
Reading Speed	.012	.012	.087	.094	.250
Reading Vocabulary	.137	.017	.196	.029	.217
Reading Comprehension	.101	.025	.328*	.096	-.104
Arithmetic	.065	.031	.184	.071	-.244

* Significant at the .05 level
** Significant at the .01 level

Table 8 continued

Independent Variables	DEPENDENT VARIABLES: Average Absences Per Month	Grade Average	Highest Typing Speed Attained	Terminal Employment Status	Monthly Salary
Army General Classification Test	.199	.024	.239*	.170	.090
Kuder Outdoor Scale	.217	.029	-.069	.005	-.032
Kuder Mechanical Scale	.123	.010	-.131	-.256*	.095
Kuder Computational Scale	.144	.001	-.104	-.243*	-.242
Kuder Scientific Scale	-.117	.013	-.025	-.115	-.012
Kuder Persuasive Scale	-.124	.000	.002	-.048	-.061
Kuder Artistic Scale	.097	.001	.041	.155	-.933*
Kuder Literary Scale	.177	.008	-.105	-.118	-.095
Kuder Musical Scale	-.017	-.022	-.212	-.131	-.404**
Kuder Social Service Scale	-.214	.017	.232	-.244*	.223
Kuder Clerical Scale	.091	-.006	-.037	.217	-.067
Minnesota Clerical Test-Numbers	.026	-.013	.208	.406**	.388*
Minnesota Clerical Test-Names	.037	.005	.165	.052	.106
MMPI F Scale	-.017	-.003	-.291*	.021	.145
MMPI K Scale	.072	-.010	.036	-.133	-.345*
MMPI 1 Scale	.005	.002	-.190	-.008	.220
MMPI 2 Scale	-.082	.011	-.070	.011	.337*
MMPI 3 Scale	-.078	-.004	-.051	-.080	.080
MMPI 4 Scale	-.047	.021	-.170	.106	.372*

* Significant at the .05 level
** Significant at the .01 level

Table 8 continued

Independent Variables	DEPENDABLE VARIABLES: Average Absences Per Month	Grade Average	Highest Typing Speed Attained	Terminal Employment Status	Monthly Salary
MMPI 4K Scale	-.033	.015	-.171	-.201	.194
MMPI 5 Scale	.003	.026	.129	-.193	-.544*
MMPI 6 Scale	.003	.002	-.033	-.033	-.184
MMPI 7 Scale	-.041	.007	-.149	-.225*	.321*
MMPI 7K Scale	.069	-.000	-.185	-.064	.119
MMPI 8 Scale	-.044	.005	-.236*	-.103	.151
MMPI 8K Scale	-.048	.000	-.261*	-.046	-.045
MMPI 9 Scale	-.019	.009	.000	-.061	-.039
MMPI 9K Scale	-.006	.000	-.295*	-.046	-.123
MMPI 0 Scale	-.172	.031	.024	.011	.005

* Significant at the .05 level
** Significant at the .01 level

Table 8 shows the significant relationships that exist between the independent and dependent variables. The enteries in the body of the table are correlation coefficients. Statisically significant correlations are indicated by astericks. One asterick indicates that the correlation coefficien is significant at the .05 level, while two astericks indicate that the co-relation is significant at the .01 level; that is the correlation between the two variables is so high that it could be attributed to chance only 1 time out of 100, were repeated measurements of the relationship between the two variables computed.

Reference to Table 8, shows that only one of the independent variables is related to average absences per month during the time the participant was assigned to business school and this variable is age. The older participant tended to have fewer absences than the younger participant. None of the demographic or psychometric variables are significantly related to the average grades the participant obtained while in attending business school. In other words, for this population of business school trainees grades obtained in business school are not consistently related to such variables as reading level, mathematical ability, or general intelligence. However seven of the independent variables are significantly related to the level of typing speed the participant attained while in school. Higher typing speeds were obtained by those participants who (1) have completed more years of education, (2) are achieving at a higher level in reading comprehension, (3) have a higher tested intelligence, and (4) are less likely to be described as being confused, making degratory remarks about themselves and their mental health, subscribe to unrealistic and highly idiosyneratic interest and thought pattern, and be energetic in a flightly somewhat maladaptive way (MMPI scale F, 8, 8K, and 9K).

Six of the independent variables are significantly related to the participants' employment status at the time they were terminated from the work and training project. In contrast to those terminated as unemployed, those participants terminated as employed tended to have the following characteristics. (1) Be younger in the chronological age, (2) Be much less likely to subscribe to mechanical and computational tested vocational interests,

(3) Be less likely to subscribe to the kind of interests found on the social service scale of the Kuder Preference Record, (4) Have a higher score on the numbers subscale of the Minnesota Clerical Test, and (5) Be less likely to have a personality structure consisting of such components as a ruminative circumlocutious approach to life problems and conflicts accompanied by a high level of anxiety in reference to internal disconfort and distress (MMPI 7 scale).

For those participants terminated as employed the monthly salary they received was significantly related to 8 of the independent variables. Those receiving higher salaries in contrast with those receiving lower salaries were characterized by the following. (1) less likely to subscribe to tested interest patterns in the artisitc and musical areas. (2) Receive a higher score on numbers subtest of the Minnesota Clerical Test, and (3) Have a personality structure characterized by an undefended attitude toward her own abilities and problems and actually feel some degree of anxiety emanating both from within and from the external enviornment, and be ready to meet people and take advantage of whatever personal benefits the present situation has to offer, and finally have an outlook and interest pattern that is basically feminine (MMPI K, 2, 4, 5, and scales).

The results of the intercorrelations among the dependent variables is shown in table 9.

Table 9. Intercorrelations among dependent variables for Work and Training Project participants who had been assigned to private business school and were subsequently terminated from the project as of March, 1967.

Table 9.

	Grade In Training	Typing Speed Attained	Employment Status	Salary
Average Number of Absences Per Month	-.085	-.135	-.301**	-.193
Grades in Training		.192	.075	.003
Typing Speed Attained			.416***	.111

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

From Table 9 it can be seen that employment status is highly related to average number of absences per month and typing speed attained. Those trainees who had the fewest absences per month and attained the highest typing speeds during training were more likely to be terminated from the project as employed while those trainees who were absent more frequently and achieved lower rates of typing speed were more often terminated as unemployed. There were no other significant relationships among the dependent variables.

In summary, for 82 Work and Training Project participants who had been assigned to one of the two private schools for training and subsequently terminated from the project, demographic and psychometric variables were correlated with average absences per month, grade average in training, highest typing speed attained, terminal employment status, and monthly salary. Average absences per month correlated significantly with age. Grade average in training did not correlate significantly with any of the demographic and psychometric variables. Typing speed correlated significantly with years of education completed, reading comprehension, IQ on Army General Classification Test, and four of the scales on the MMPI. Terminal employment

status correlated significantly with age, with three of the interest scales of the Kuder Preference Record, with the numbers subtest of the Minnesota Clerical Test and with the K scale of the MMPI. For those trainees terminated as employed, monthly salary obtained, correlated significantly with two of the Kuder scales, with the numbers subtest of the Minnesota Clerical Test and with four MMPI scales. The only significant correlations among the dependent variables were a negative correlation between employment status and average number of absences per month and a positive correlation between employment status and typing speed attained in training.

There were few significant differences between mean scores on all the variables when trainees at one school were contrasted with trainees at the other school, but there were a number of significant differences when trainees were contrasted by race.

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